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ABSTRACT

This competency-based preservice home economics teacher education module on occupational opportunities related to human development is the first in a set of four modules on establishing occupational programs in human development. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) overview of occupational areas related to human development (with lessons in human development occupations and community occupations investigation), (2) occupations related to human development-infancy to elderly (with lessons in entry level jobs and job characteristics and skills), and (3) occupational programs proposals (with a lesson in planning a HERO program for human development). Each unit generally includes the following elements: objectives and overview. Lessons contain narrative summaries, suggested activities and resources, and a progress check or test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available are objectives and suggested activities utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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OCCUPATIONAL STRAND:

HUMAN DEVELOPMENT

MODULE II-E-1 OCCUPATIONAL OPPORTUNITIES RELATED TO HUMAN DEVELOPMENT

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1978

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

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TABLE OF CONTENTS

Module Objectives. . . . . .Page 1
Module Overview. 1

UNIT 1--AN OVERVIEW OF OCCUPATIONAL AREAS RELATED TO HUMAN DEVELOPMENT 2
Objectives. 2
Overview. 2

Lesson 1: Occupations Related to Area of Human Development 2
Narrative Summary 2
Suggested Activities. 2
Suggested Resources 3
Progress Check. 3

Lesson 2: Investigating Community Occupational Areas. . . 3
Narrative Summary 3
Suggested Activities. 3
Suggested Resources 4
Progress Check. 4

UNIT 2--OCCUPATIONS RELATED TO HUMAN DEVELOPMENT (INFANCY THROUGH THE ELDERLY). 5
Objectives. 5
Overview. 5

Lesson 1: Entry-Level Jobs (Infancy through Elderly). . . 5
Narrative Summary 5
Suggested Activities. 5
Suggested Resources 6
Progress Check. 7

Lesson 2: Characteristics and Skills for Occupations in Human Development. 7
Narrative Summary 7
Suggested Activity. 7
List of Skills and Characteristics. 8
Suggested Resources 9
Progress Test 9

UNIT 3--OCCUPATIONAL PROGRAMS PROPOSALS. 10
Objectives. 10
Overview. 10

Lesson: Plans for a HERO Program in Area of Human Development. 10
Narrative Summary 10
Suggested Activities. 10
Suggested Resources 11
Progress Test 11

MODULE PRE/POSTTEST. 12
Answer Key. 14

OCCUPATIONAL OPPORTUNITIES RELATED TO HUMAN DEVELOPMENT

Module Objectives

The MATCHE student will be able to demonstrate general knowledge of occupations related to the area of human development by listing the various jobs which are available and by identifying personal characteristics and skills which are necessary for entering various occupations.

The MATCHE student will be able to obtain as much actual work experience in the area of human development to meet the requirements for certification and State Plan for Vocational Education standards. (If the MATCHE student desires to teach an occupational program in this area, this objective must be met.)

Module Overview

The entry-level requirements and personal characteristics of those who desire to enter jobs in human development are likely to be more stringent than in other occupations. Working with persons of different ages and backgrounds requires particular skills in communication and techniques for motivation. Recognizing and attending to the needs of an infant are different from recognizing and attending to the needs of the elderly. Yet, an understanding of the developmental process from childhood through old age is important in working with any particular group. Many of the skills for working with particular groups are similar.

To adequately inform you of the job and career sources which are available within the area of human development and the general characteristics and skills required for working with each age group that those jobs include, this module has been divided into the following units.

Unit 1: An Overview of Occupational Areas Related to Human Development

Unit 2: Occupations Related to Human Development (Infancy Through the Elderly)

Unit 3: Occupational Programs Proposals

UNIT 1

AN OVERVIEW OF OCCUPATIONAL AREAS RELATED TO HUMAN DEVELOPMENT

Objectives

The MATCHE student will be able to identify and list occupational areas related to human development.

Based on investigation of their community, the MATCHE student will be able to identify the occupational areas available in that community.

Overview

Human service agencies employ a rapidly increasing number of para-professionals to enable agency programs to meet the demands of society. Many of the careers opening in the field of human relations utilize home economics knowledge and skills to provide services to individuals and families.

This unit will give you an opportunity to identify career areas related to the field of human development. You will learn from exploring your community the various career opportunities which exist there.

Lesson 1: Occupations Related to Area of Human Development

Narrative Summary

An investigation of the various occupational areas related to human development can serve as an introduction to the wide career opportunities which exist in this field. Once the areas of occupational development have been established, further research can be conducted into the specific careers available and the entry-level job requirements.

Suggested Activities

1. After reading the suggested resources, consolidate the information and list and describe the major occupational areas related to human development.

2. In small groups discuss the occupational areas determined in Activity 1 and indicate the age groups which may be served by such occupations. Discuss your findings with your instructor.

Suggested Resources

Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Household Employment. Washington, D.C.: American Home Economics Association, 1971.

Hale, James, and Curtis Ulmer. Administrator's Guide to Training Paraprofessionals. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Kupsinel, Penelope Easton. Home Economics Related Occupations. Danville, Illinois: The Interstate Printers & Publishers, 1967.

McKenna, Constance. "Paraprofessionals in Connecticut Human Service Agencies," Journal of Home Economics, 63 (December 1971).

Paraprofessional Workers in Educational Settings: Child Care Services. Albany, New York: The University of the State of New York, State Education Department, Bureau of Homemaking Education Curriculum Development, 1972.

U.S. Department of Labor, Bureau of Employment Security. Dictionary of Occupational Titles. Washington, D.C.: U.S. Government Printing Office. (Latest ediction.)

Progress Check

Your list of major occupational areas in the field of human development will serve as a check for this lesson.

Lesson 2: Investigating Community Occupational Areas

Narrative Summary

Your acquaintance with the agencies and services providing service to individuals and families will give you a general knowledge of your community's potential for career in the area of human development. This lesson is designed to familiarize you with the opportunities for employment in your community.

Suggested Activities

1. Develop a list of ten businesses and/or agencies in your community that serve individuals and families. From this list, choose five agencies or services to visit and identify the career opportunities available at each which relate to the field of human development. Check with the instructor.

2. Once identified, expand the descriptions of occupations by stating the scope of involvement, job description, and job requirements at the entry level. Check with the instructor.

Suggested Resources

Chamber of Commerce

Community Council - Director of Community Services

Local Service Organizations

Local Telephone Directory

Progress Check

Your expanded occupational source list will serve as a progress check for this lesson. Proceed to Unit 2.

UNIT 2

OCCUPATIONS RELATED TO HUMAN DEVELOPMENT
(INFANCY THROUGH THE ELDERLY)

Objectives

Given a list of occupations, the MATCHE student will be able to identify and describe the entry-level jobs available and the age group served by each.

Given a list of characteristics and skills, the MATCHE student will be able to correctly select the skills most applicable to each age group listed below:

a. infant and preschool child
b. school-age child
c. adolescent
d. adult service
e. elderly

Overview

Entry-level jobs in the area of human development are available within nearly every community.

With the growing number of services to people of all ages, more emphasis is being placed on the quality of the care and the opportunities in this field will be growing every day.

Lesson 1: Entry-Level Jobs (Infancy Through Elderly)

Narrative Summary

Entry-level jobs within the field of human development are available within nearly every community. Even the smallest of communities has openings and positions for those who wish employment serving individuals and families. The opportunities in this field will be growing more each day.

Suggested Activities

1. After reading the recommended resources, describe the entry-level jobs available in the following areas and the age group served by each.

a. recreation
b. education programs
c. health services
d. senior centers
e. private homes
f. community services

2. Observe three agencies or businesses in your community--one serving the infant and/or preschool child; one serving the school-age child and/or adolescent; and one serving the adult or elderly. List the career opportunities available at the centers observed. Describe the entry-level jobs for each; include personal characteristics desired by employer, skills, and academic training necessary.

Suggested Resources

Child Care Aide. Home Economics Instructional Materials Center, Texas Tech University, Lubbock, Texas, September 1969.

Diffendal, Elizabeth. Day Care for School-Age Children. Washington, D.C.: The Day Care and Child Development Council of America.

Granato, Sam, and Elizabeth Kione. Serving Children with Special Needs. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Child Development, 1972.

Honig, Alice. Infant Development Problems in Intervention. Washington, D.C.: Day Care and Child Development Council of America, Inc.

Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Co., 1967.

Housekeeping Management Assistant. Home Economics Instructional Materials Center, Texas Tech University, Lubbock, Texas, September 1969.

Huntington, Dorothy, Sally Provence, Ronald Parker (eds.) Serving Infants. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Child Development.

Kupsinel, Penelope E. Home Economics Related Occupations. Danville, Illinois: The Interstate Printers and Publishers, 1967.

LeMaster, Judy. "Job and Task Analysis: Child Care Aide." Illinois Teacher, 15 (March-April, 1972), 191.

Martin, Dorotha. "Child Care Aide Job Analysis Form and Proposed Course of Study," Illinois Teacher, 15 (March-April, 1972),180.

McKenna, Constance. "Paraprofessionals In Connecticut Human Services Agencies," 63 Journal of Home Economics, (December 1971). 681-682.

Parker, Ronald K., and Laura Dittmann (eds.) Day Care: Staff Training. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Child Development, 1971.

Welsh, M. Manual For Training Family Home-Health Technologists. Las Cruces, New Mexico: New Mexico State University, 1975.

Wenck, Dorothy. "Women Who Care: Volunteer Careers for Homemakers." Journal of Home Economics, 66 (September 1974), 23-26.

Journal of Home Economics: "Working With the Elderly," Special Issue. April 1973.

Progress Check

The description of entry-level jobs for various age groups will serve as a progress check for this lesson. Proceed to Lesson 2.

Lesson 2: Characteristics and Skills for Occupations in Human Development

Narrative Summary

The entry-level requirements and personal characteristics of those who desire to enter jobs in the area of human development are likely to be very stringent. Working with persons of different ages and backgrounds requires particular skills in communication and other skills. Although the skills for working with any particular age group may differ, there are many skills which are similar as well.

This lesson will help you to understand the variety of skills and personal characteristics needed to work with various age groups.

Meet in small groups after completing your activity to discuss findings.

Suggested Activity

Given the following list of skills and/or personal characteristics, indicate with a check mark whether the skill or characteristic is needed in working with the age groups indicated.

LIST OF SKILLS AND CHARACTERISTICS

	Infant/ Preschool	School Age/ Adolescent	Adult/ Elderly
1. Good organizational skills			
2. Formal course work in child development			
3. Lead recreational activities			
4. Serve meals, act as hostess			
5. Do simple housecleaning			
6. Patient, warm, understanding			
7. Provide companionship			
8. Work cooperatively w/staff			
9. Accept guidance of director			
10. Able to read at a level sufficient to read stories			
11. Observe professional ethics			
12. Possess positive self-concept			
13. Enjoy children			
14. Emotionally stable			
15. Well-groomed, cheerful			
16. Can write adequately to			
17. Observe safe and sanitary procedures			
18. Recognize the importance of play			
19. Perform monitoring and clerical activities			
20. Respect children and parents			
21. Know practical care of children			
22. Know basic household maintenance			
23. Organize and present activities to children			
24. Appreciate other cultures and beliefs			
25. Assist in use of programmed learning materials			
26. Willing to learn and work			
27. Able to take constructive criticism			
28. Sense of fairness			
29. Possess physical stamina			
30. Maturity to provide guidance and leadership			
31. Firmness to maintain order			
32. Positive interest in learning			
33. Record strengths and weaknesses of children			
34. Assist in giving tests			

Suggested Resources

Child Care Aide. Home Economics Instructional Materials Center, Texas Tech University, Lubbock Texas, September 1969.

Diffendal, Elizabeth. Day Care for School-Age Children. Washington, D.C.: The Day Care and Child Development Council of America.

Granato, Sam, and Elizabeth Kione. Serving Children with Special Needs. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Child Development, 1972.

Honig, Alice. Infant Development Problems in Intervention. Washington, D.C.: Day Care and Child Development Council of America, Inc.

Hospital Research and Educational Trust. Being a Housekeeping Aide. Washington, D.C.: Robert J. Brady Co., 1967.

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Kupsinel, Penelope E. Home Economics Related Occupations. Danville, Illinois: The Interstate Printers and Publishers, 1967.

LeMaster, Judy. "Job and Task Analysis: Child Care Aide," Illinois Teacher, 15 (March-April, 1972), 191.

Martin, Dorotha. "Child Care Aide Job Analysis Form and Proposed Course of Study," Illinois Teacher, 15 (March-April, 1972), 180.

McKenna, Constance. "Paraprofessionals in Connecticut Human Service Agencies," 63 Journal of Home Economics, (December 1971), 681-682.

Parker, Ronald K., and Laura Dittmann (eds.) Day Care: Staff Training. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Child Development, 1971.

Welsh, M. Manual For Training Family Home-Health Technologists. Las Cruces: New Mexico State University, 1975.

Wenck, Dorothy. "Women Who Care: Volunteer Careers for Homemakers," Journal of Home Economics, 66 (September 1974), 23-26.

Journal of Home Economics: "Working With the Elderly," Special Issue. April 1973.

Progress Test

Checklist of characteristics and skills will serve as progress test for this lesson. Proceed to Unit 3.

UNIT 3

OCCUPATIONAL PROGRAMS PROPOSALS

Objectives

The MATCHE student will develop a proposal for an occupational program for the care of one of the following age groups for either secondary school or community college.

a. infant and preschool child
b. school-age child
c. adolescent
d. adult
e. elderly

The MATCHE student will be able to write this program proposal using vocational education guidelines.

Overview

Occupational home economics programs are designed to prepare persons for gainful employment in home economics and home economics related occupations. There is a continuing need for the development of occupational programs and the continued upgrading of existing programs as well.

Lesson: Plans for a HERO Program in Area of Human Development

Narrative Summary

The purpose of this lesson is to give the student practice in following district guidelines for the development of an occupational program related to human development. Through this experience, it is hoped that the student will gain an understanding of the many facets of program planning.

Suggested Activities

1. Using "Guidelines for Preparing a District Plan," collect information for all functions and prepare an outline for a program serving one of the following age groups: infant, preschool child, school-age child, adolescent, adult, or elderly.

2. Contact your regional supervisor, Bureau of Homemaking Education, for the most up-to-date state requirements and examples of District Plan.

Suggested Resources

Instructions for Preparing a District Plan for Vocational Education. Sacramento, California: Vocational Education Section, California State Department of Education. (latest edition)

Model Program Statements for the 12 Functions. Vocational Education Division, San Mateo County Office of Education, in cooperation with Vocational Education Section, California State Department of Education, June 1972.

Unit Progress Test

A small group presentation and discussion using the occupational program proposals and descriptions of entry-level jobs and their requirements.

To the Instructor: You may wish to structure the format and criteria for evaluation of this activity.

Module Posttest

After you have completed the final unit progress test for this module, proceed to final module posttest. See instructor.

MODULE PRE/POSTTEST

Student_____

Occupational Opportunities
Related to Human Development

Instructor_____

Date_____

Student:	This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List and describe four major occupational areas in the field of human development.

   a.

   b.

   c.

   d.

2. List two services, agencies, or businesses in your community available to individuals and families in the following age groups:

   a. infant and preschooler

      1.

      2.

   b. school-age/adolescent

      1.

      2.

   c. adult/elderly

      1.

      2.

3. For each service, agency or business listed in question 2, describe the entry-level jobs available and the job requirements for each.

4. Outline an occupational program in human development for ONE of the following age groups.

   a. infant

   b. preschool child

   c. school-age child

   d. adolescent

   e. adult

   f. elderly

   The outline should include statements regarding:

   - job supply and demand
   - job description
   - program planning
   - plans for recruitment, guidance counseling, instruction, placement, evaluation

ANSWER KEY
MODULE PRE/POSTTEST

Occupational Opportunities Related to Human Development

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. a. recreation
   b. education
   c. health services
   d. senior centers
   e. private homes
   f. community services

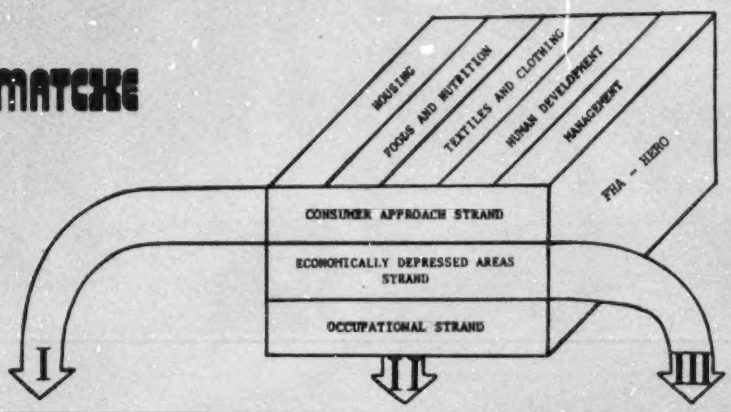
2. The list of services will vary for each community investigated. Some examples might be: day care centers for infant, preschooler, school-age child or elderly; recreation facilities for all age groups; health services, community centers for aged, etc.

3. The description will vary for occupations chosen in your community. An example might be:

   Day Care Aide: Leads activities of the children under supervision of Child Development supervisor or director. High school graduate with a secondary or adult school program in child care and development. On-the-job experience while enrolled in a cooperative educational program for child development aides.

4. District guidelines and regulations will dictate the answer to this question. See suggested resources Unit 1, Lesson 1, for persons to contact.

MATCHE



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele